

THE CONVENTIONAL MODEL AND PROBLEM BASED LEARNING MODEL TO MOTIVATE LEARNING IN MIDWIVERY STUDENT AT PEMKAB JOMBANG INSTITUTE OF HEALTH SCIENCE

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ABSTRACT

Introduction: UNESCO proclaimed the importance of the capacity of life long learning. Learning motivation is one of the very important role in this regard. However, all students have not high motivation. It is influenced by the learning model applied by lecturers during learning. The purpose of this study was to analyze the comparison between conventional learning model and Problem Based Learning (PBL) to learning motivation in midwery student. **Methods:** This study used a quasi-experimental methods. Samples used cluster sampling technique, 90 respondent. The data collection technique for learning motivation used a questionnaire and independent t-test design. **Results:** There are significant comparison between conventional learning models and PBL to motivate learning with p-value = .001 with t value 17.117, df = 45. **Discussion:** In designing learning, institution should use a learning model that can increase learning motivation so that students active in their learning and can improve the soft skills of students in lifelong learning capabilities.

Keyword : Problem Based Learning, Konventional, Learning motivation.

INTRODUCING

The UNESCO Education Strategy said that the entire education system is designed to facilitate lifelong and 'lifewide' learning creation of formal, non formal and informal learning opportunities for people of all ages. The concept of lifelong learning requires a paradigm shift away from ideas of teaching and training towards those of learning, from knowledge-conveying instruction to learning for personal development and from the acquisition os special skills to broader discovery and the releasing and harnessing of creative potential. This shift is needed at all levels of education and types of provision, whether formal, non formal or informal. (Unesco, 2010). To support this education must apply the model of learning that can improve student learning motivation. Learning motivation is an important component in supporting of long life learning (Gasperz, 2011). In the Indonesia, the quality of education is still low. There are many gaps between the patterns of education and graduates who are expected in the community. One of the gaps is that graduates only understand the theory, while the expected graduates who have the ability

solutions to problems based on scientific concepts.

Kesuma (2010) said that many institution are not qualified of learning. Students are often disappointing of understanding of lesson. Many students received teaching material , but in reality they do not understand. Many teachers focused only on the lower of critical thinking, remembering and memorizing and not equip of high-level thinking skills. Teacher tends to send memorizing, learn concepts in the abstract, and without going through the process of understanding. The student intend to receive knowledge and do not construct their own knowledge.

John Dewey (1916) in Yamin (2011) states that the school is a laboratory for students to investigate and coping of everyday life in the real world. Therefore, students need to be involved in a variety of problem-oriented projects and help them investigate a variety of issues important social and intellectual. Dewey found in the learning process learners should be given freedom of speech, learners should be active and not just accept the information given by the teacher.

From the above problems, improvement of the quality of the midwife should start from education. The one of the learning models used by teachers, because learning model is a set of planned way by teachers so that students can achieve learning objectives that have been set. The learning model used by teachers in the learning process will give great significance in producing quality graduates. It is believed that learning approach Student Centered Learning can improve the quality of students, because this approach requires learners to be active in learning. Problem Based Learning is a learning model that is student centered learning, and it is said that this model is the right model digunakan in health education. Problem Based Learning born in 1950 and originally intended for medical education (medical). It aims to help students learn to become active learners because they are expected to respond to the real problems that exist in the world in their learning process (Hmelo, 2004). Therefore, this model is a good model of learning for health workers, in principle PBL had the idea that learning can be achieved if the educational activities focused on tasks or problems that authentic, relevant, and presented in a context. As expressed by Yamin (2011), that PBL prepares students for a lot of thinking in solving problems in real world life. PBL is designed to achieve goals such as improving skills and intellectual inquiry, thus helping students to have independent learning skills.

How are aimed at making the students have experience as they face the future professional life. The experience is very important, as stated in the learning model Kolb (1976), emphasizing that learning will be effective when initiated with a concrete experience. Questions, experiences, formulation and drafting of the problems that they created themselves is the basis for learning.

De Jong et al in Ormrod (2009), revealed that learners remember and transfered information more effectively when they construct themselves rather than just reading and listening. With the PBL, students will learn not just memorize, but it can analyze a problem and find an alternative solution. In lessons, learners should be encouraged to develop patterns of thought. So learning does not require students to memorize, but to understand what is taught and understood why he had to learn the art. Errors in designing a study would be bad for

people who are learning, if midwifery students learn by rote without understanding the science is taught, this will have an impact in the future, as long as the learning process is not accustomed to analyzing and finding creative solutions, then this will affect the quality as a midwife, because the role of the midwife in the real level should be able to analyze in order to determine a diagnosis, and should be able to plan alternative solutions to problems related to diagnosis patients, this clearly needs brains accustomed to critical thinking and analysis, and it dimuali of education period midwife.

Problem Based Learning approach, invites students to more closely on the issues to be studied and the benefits of science, to know the benefits of such knowledge, it is expected to increase the motivation of learners. Because motivation is one of the factors that determine the success of a learning process. As expressed by Asmani (2011), that in learning, motivation can be considered as the overall driving force within the students who lead, ensure continuity, and provide direction and learning activities, so it is expected goals can be achieved. While the success of the learning process can be monitored through the achievement of learners.

The approach in PBL learning model is the thought process that high, therefore the necessary motivation to learn from learners to be able to solve problems / cases displayed. By using real-world problems as a context for students to learn about critical thinking and problem solving skills, as well as to acquire essential knowledge of the subject matter. It is hoped this can increase the motivation of learners to learn and further motivation is embedded in the mindset of learners that are basically in the real world in which they will devote the science of the future, will find a lot of problems requiring settlement by way of precise, logical and demands the ability higher-level thinking. Presumably, PBL models that can be used in midwifery education is in compliance with government rules about the educational curriculum, as stipulated in the National Education number 20 of 2003 Chapter II, Article 2 explains that the National Education based on Pancasila and the Constitution of 1945. In the third article mentioned national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to

become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens who demokratif and responsible. The research objective is to analyze the differences between conventional learning model with the Problem Based Learning in improving midwifery students' learning motivation.

METHODS

This research was conducted in the midwifery Diploma Program Pemkab Jombang Intitute of Health Science at Academic Year 2012/2013 in October to February 2013. Study Design is a quasi-experimental research. The sample is the students of the Diploma program of Midwifery Level 2sd on the student class A

(given the conventional model) and class B (given the model Problem Based Learning), Samplingused cluster sampling and prior to the second study class equality has been tested using independent t-test. Data collection techniques in this study using a test to measure learning outcomes, whereas to measure the motivation to use a questionnaire with motivation categories ARCS (Attention, Relevance, Confidence, Satisfaction). Measuring instrument has been tested the validity and reliability. The analysis used in this study is the independent t-test, which saw the difference between learning motivation of students given Conventional Learning and Problem Based Learning.

RESULTS

Table 1.1 : Test of statistic the comparation between conventional model and PBL to motivae learning

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				95% Confidence Interval of the Difference						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MOTIV ASI	Equal variances assumed	3.049	.084	-3.331	88	.001	-.33333	.10006	-.53217	-.13449
	Equal variances not assumed			-3.331	87.604	.001	-.33333	.10006	-.53219	-.13448

DISCUSSION

Problem Based Learning Model have better results because basically PBL requires students to be actively involved as a main character in a learning process. With PBL, students are trained to face the problem and find ways to solve it by using the relevant source. As expressed by Ibrahim and Nur in Rusman 2011 which said that PBL is an approach to learning that is used for higher-level thinking processes of students in situations oriented to the real world, including learning how to learn. Facts obtained from this study in accordance with that expressed by Silver (2004) that PBL helps students become active learners as learn to solve problems in the real world.

In learning to use the Problem Based Learning, students are the main actors in the learning process, then the activity will determine the success of student achievement of learning objectives. Learning will be meaningful, said Mayer (2008) when learners are truly involved in the use of reason throughout the process to gather some relevant information, organize them into a coherent structure and mentally integrate with all the parts included with the knowledge that has been controlled taken or pulled from long-term memory.

Explanation of Mayer (2008) shows that the PBL students can play an active role to find the relevant information that they can use as an alternative to solving the problem, in addition to the wealth of information and easily search for information, the student must have good skills in selecting information, so information used completely accountable.

Arends (2008) in his book *Learning to Teach* explain that PBL find the root of the intellectual in the work of John Dewey, in his book *Democracy and Education* (1916), Dewey describes the views on education with the school as a mirror of society at large and the class will be a laboratory for investigation of real-life problems. Dewey encourages teachers to engage students in a variety of problem-oriented projects and help them investigate a variety of issues important social and intellectual.

The theory presented Dewey shows that basically school is a laboratory reality to be faced in the future, then the learning is used in schools should look at the problems that occur in the real world, because students will learn to understand the realities that have occurred since

they are in school, so that whenever they have to face a real problem in the future, they are able to conduct an investigation of information for problem resolution. Besides, by PBL students can be trained to soft skills, as they should be able to express opinions without imposing, able to appreciate differences of opinion with other people and be able to think of analysis to select the information that is accountable, and educate not easy to despair in completing problems. As expressed by Duch (2001) in his book *The Power of Problem Based Learning* explained that the ability to use what you have in your work? That problem-solving ability, interpersonal skills, writing skills and management capabilities that scored 60% higher than the capability of knowledge. Therefore, it would be menjawab PBL challenges that exist today, where students not only learn passively but actively demanded to be expected that eventually the students have good ability on soft skills and hard skills.

Basically, motivation is a very important element in a process of learning, because with their own motivation be the impetus for learners to achieve the learning objectives. As revealed by Ormrod (2008) in his book *Psychology of Education*, that motivation is something that turn on (energize), directing and maintaining behavior, motivation to keep students engaged, puts them in a certain direction and keep them moving. Ormrod explanation shows that motivation is very important in learning.

This fact in accordance with the opinion of Cox (1999) that in the class using conventional learning model, students passively accept the lesson, modeled replicate what teachers and follow the direction of teachers or textbooks. Similarly, Kellough cited Yamin (2011) says that in a class that uses a model of conventional, teachers authoritarian curriculum centered, focused, formal, informative and dictator, which resulted in a teacher-centered classroom situation.

An interesting fact is that the student group was given conventional learning models have a number of students with low motivation more than highly motivated, ie 62.2% for yng students have low motivation, this is because the conventional learning is the learning that is both teacher centered learning, where the teacher as the main actor in the learning process, this leads to students being passive and just accept what is presented by the teacher.

Unlike the PBL learning model, students who have high motivation more than on having a low motivation, students who have low motivation is only 28.8%. This is understandable because PBL is an instructional model that is student centered learning. In a student centered learning students are conditioned to be active in learning, the design of which was designed by the teacher requires students to be actively involved in the concept of PBL, students are given a problem that is relevant to the real problems, and students are required to use their ability to find a solution to the problem, this is what causes the motivation of student learning in PBL group higher than conventional ones. Because in finding the answer to every problem needs a higher thought process and the ability to continue to look for alternative answers. Demands for finding alternative better answer seems to increase student motivation to learn.

At a given PBL student groups and has a high learning motivation, obtained an average score of 81, while a group of students were given conventional learning models with a high motivation to learn has obtained an average score of 78. If the views of a group of students who have low motivation, score the average in the group given PBL sebsar 58, while those given conventional learning models for 53. from this fact shows that it is basically a given PBL group students better than conventional ones, whatever its motivation category, either high or low motivation, which PBL has given better learning outcomes.

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